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ABSTRACT

The document provides the guidelines issued by the Florida State Commissioner of Education for school districts to use in implementing mandatory job placement services and followup studies. This comprehensive program includes all students, begins when students enter secondary or postsecondary educational programs, and continues until students are placed in gainful employment or formal programs to continue their education. The placement services guidelines contain objectives, definitions (placement services, school graduate, school leaver, secondary school, and areas of placement), statement of assignment of responsibility for services and the population to be served, procedure for implementing services, statement of duration of placement services, procedures for data collection and analyses, and report requirements. The followup studies guidelines include objectives and a definition of followup studies. Assignment of responsibility, the population to be followed up, schedule and information needed for conducting studies, and report requirements are covered. (Author/MS)

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State of Florida
Department of Education
Tallahassee, Florida
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Introduction

Chapter 73-235, Laws of Florida, requires that "on or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational technical centers."

Section 6A-6.71(4), State Board of Education Regulations, requires that placement services and follow-up studies by each school board shall be provided according to guidelines prescribed by the Commissioner.

Limited placement services and follow-up studies have been conducted in Florida for a number of years but in general have not been systematic in nature and have not included all students.

A comprehensive program of placement services and follow-up studies includes all students, begins when students enter secondary or post-secondary educational programs, and continues until these students are placed in gainful employment or formal programs to continue their education. The foundation of the placement services should be a comprehensive career education curriculum. To better meet the actual needs of students, follow-up studies should include both gathering data and providing data for use in adjusting curricula.

Coordination of placement services and follow-up studies is essential in each school district. Clearly established procedures for coordination should be visible in each district's comprehensive educational plan. Community, state, and federal agencies, educational institutions, businesses, and industries are resources which should be involved in placement and follow-up.

The validity and effectiveness of the educational programs in each secondary school, area vocational-technical center and school district are reflected by the following:

(1) The extent to which former students enter into activities for which the school has provided preparation, and

(2) The performance of former students in these activities.

This document provides the guidelines issued by the Commissioner of Education for school districts to use in implementing placement services and follow-up studies.

Guidelines for Placement Services

Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71(4), State Board of Education Regulations, the school board of each district shall ensure that organized placement and follow-up services are established and maintained to assist all students graduating from or leaving each secondary school and each area vocational-technical center in the district. The services of guidance counselors and occupational specialists shall be liberally used in providing these services.

These guidelines are issued in compliance with State Board of Education Regulations for use by each school district.

Objectives of Placement Services

Placement services provided by each school district shall be so designed as to serve the following objectives:

(1) To serve the needs of students as they seek to gain employment and/or to move to another level of education.

(2) To provide information that will enable the school and district to adjust instructional programs to meet the needs of students more fully.

(3) To provide data which indicate where graduates and other former students are placed subsequent to leaving school.

Placement Services

As used in these guidelines, placement services are defined as *assistance to school graduates or leavers, depending upon the desire of the individual to obtain gainful employment, to continue education, or to engage in a combination of employment and further education.*

Responsibility for Placement Services

Each school board shall, prior to September 1, 1974, adopt a district-wide plan to ensure that placement services shall be provided for all students graduating from or leaving each secondary school, area vocational-technical center or other post-secondary institutions administered by the school district. The plan shall be included in the District Comprehensive Educational Plan and submitted to the Department of Education.

The district plan must include the following:

(1) Assignment of Responsibility – The name, position, and responsibilities of the person at the district level charged with developing, coordinating, implementing, and evaluating the district plan for providing placement services.

Examples of responsibilities include the following:

- Identify existing community, state, federal, and private educational agencies in which a student may be employed or enrolled.
- To serve on the district level as liaison with all educational institutions, employers, and agencies in which students are likely to be placed, and to assist individual schools in establishing similar liaisons.
- Develop and implement an evaluation system of placement services provided to students.
- Prepare a report of the effectiveness of placement services provided to students.
- Recommend needed changes in curricula or placement services based on an evaluation of placement services.
- Prepare or direct the preparation of written reports to the school board.

(2) Population to be Served – Placement services shall be provided for every student enrolled in a program and may be provided for former students who have graduated or left school.

School Graduate

As used in these guidelines, a school graduate is defined as *an individual who has received a high school diploma or other formal recognition, such as a certificate for the successful completion of a prescribed program of study.*

School Leaver

As used in these guidelines, a school leaver is defined as *an individual who either leaves school prior to high school graduation or before completing a program of studies without transferring to another school.*

Secondary School

As used in these guidelines, a secondary school is defined as *a school enrolling students in any one or any combination of the following grade levels: 8, 9, 10, 11, 12.*

Areas of Placement

The areas of placement services offered to each student shall depend upon the desires of the individual to gain employment, to enroll in further education, or to engage in a combination of employment and further education. Areas of placement may include, but are not limited to, the following:

- Job Placement
- Four Year College and University
- Area Vocational-Technical Center
- Community College
- Adult Education Program
- Military Service
- Private School
- Sheltered Workshop
- Any other educational or job alternative available.

(3) Procedure for Implementing Placement Services – Each district shall adopt procedures which provide placement services for each graduate or school leaver. The types of services to be provided should be clearly stated. Placement services may include, but are not limited to, the following activities:

- Coordinating activities with efforts of community, state and federal agencies and post-secondary educational institutions to provide placement services to students.
- Contacting prospective employers to ascertain job opportunities.
- Maintaining a file of employers who have previously hired former students.
- Maintaining a file on each student using placement services.
- Referring students to appropriate community agencies capable of meeting their needs.
- Contacting potential employers and personnel from post-secondary educational institutions and extending an invitation to visit the school.

- Maintaining lists of students desiring employment in specific careers.
- Maintaining files on specific job openings.
- Abstracting key job information for dissemination to students, administration and faculty.
- Collecting and disseminating educational and career information.
- Providing formal or informal training to students in the areas of job placement skills, life-planning, and decision-making.
- Attending local meetings of business and civic organizations to explain placement services offered.
- Coordinating placement services within each school, and
- Providing career placement counseling in each school.

(4) Duration of Placement Services – Each district shall provide placement services for at least one year after the student has graduated from or left school.

(5) Collection of Data – Procedures must be established for collecting information which will enable each district and each school to evaluate the effectiveness of the placement services provided.

The types of information to be collected include:

- Number of students in each identified category: school leavers and school graduates.
- Number of students (by category) who registered or obtained placement services.
- Number of students (by category) who were placed, and in what areas.
- Areas in which students experienced difficulty in being placed.

(6) Analyses of Data – Analyses of data must include:

(a) School and educational program deficiencies identified by the placement information.

(b) Changes or modifications in both curriculum and placement services needed to alleviate deficiencies identified.

(7) Reports – Beginning January 1, 1976, and each year thereafter, the superintendent shall make an annual written report to the school board with recommendations for each area of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post-secondary educational institutions. This report should reflect an assessment of the procedures used in placement with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education.

Guidelines for Follow-Up Studies

Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71(4), State Board of Education Regulations, each school board shall ensure that:

> . . . appropriate evaluation is made of the performance of former students as they pursue careers for which they received preparation while attending any secondary or post-secondary program in the schools of that district.
>
> . . . each secondary school, each area vocational-technical center, and each district is required to review its program in relation to the information provided by the follow-up evaluations.

These guidelines are issued in compliance with the State Board of Education Regulations and are to be used by each school district.

Objectives of Follow-Up Studies

Follow-up studies performed by school districts shall be so designed as to serve the following objectives:

(1) To determine the effectiveness of instructional programs in meeting their stated goals and objectives. (e.g., How well is the attainment of the instructional goals and objectives demonstrated by the performance of former students?)

(2) To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled. (e.g., Were former students required to learn skills or knowledge not needed? Are former students required to engage in on-the-job activities which were not included in the educational program?)

Follow-Up Studies

As used in these guidelines, follow-up studies are defined as *a systematic examination of the performance of former students in relation to goals and objectives of the educational programs through which the students were prepared.*

Responsibility for Follow-Up Studies

Each school board shall, prior to September 1, 1974, adopt a district-wide plan to ensure that follow-up evaluations are made on the placement and performance of all students graduating from or leaving each secondary school, area vocational-technical center or other post-secondary institution administered by the school district. The plan shall be included in the District Comprehensive Educational Plan and submitted to the Department of Education.

The district plan must include the following:

(1) Assignment of Responsibility – The name, position, and responsibilities of each person at the district level charged with the responsibility for designing, coordinating, implementing, and evaluating the follow-up studies.

Examples of responsibilities include the following:

(a) Design or coordinate the design for the follow-up study in conjunction with district level personnel who supervise or coordinate instructional programs.

(b) Examine or coordinate the examination of the results of the follow-up study.

(c) Based upon information developed in the follow-up studies, prepare written reports to the school board concerning areas of curricular deficiency.

(2) Population to be Followed-Up – Initial follow-up studies shall include each former student who graduated or left school. Subsequent follow-up studies may include a random sample of former students.

(3) Schedule for Conducting Follow-Up Studies

(a) The initial follow-up of all former students should be conducted within the period from four to fifteen months after the student leaves school.

1. The follow-up study developed by the Division of Vocational Education shall be included for each former student completing a vocational-technical preparatory program or leaving school with a marketable skill.[1] This study shall be conducted during October of the school year following the student's exit from school.[2]

2. The follow-up study for each student who leaves school before graduation should include an exit interview to determine the reason(s) for leaving and his perception of all curricula and programs in which he was enrolled.

[1]Section 233.062, Florida Statutes.

[2]U.S. Department of Health, Education and Welfare (Office of Education), *Placement of Program Completions in Vocational Education Programs*, OE Form 3139, December, 1971.

(4) Information Needed for Conducting and Examining Follow-Up Studies

(a) The information collected on the follow-up survey shall be designed to draw conclusions relative to the objectives of follow-up studies as previously listed.

(b) Each district shall provide for the systematic study of the factors that are associated with the withdrawal of students who leave school prior to graduation or the completion of their declared education objectives.

(c) To accomplish Section (4)(a) above, it is anticipated that the following steps will be taken for each program offered by each secondary school, area vocational-technical center or other post-secondary institution administered by the school district.

1. Identify program goals and objectives.

2. Devise instruments and procedures for assessing:

   a. the performance of former students in relation to identified objectives; and,

   b. the adequacy of those goals and objectives in which former students are engaging.

3. Utilize the instruments and procedures for making the above assessments with former students.

(5) Reports – Beginning January 1, 1976, and each year thereafter, an annual written report shall be made to the district school board by follow-up personnel with recommendations concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post secondary educational institutions. This report should reflect an assessment of the procedures used in conducting follow-up studies with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education. If the district so desires, the annual written reports for placement and follow-up may be combined into one document.